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ABSTRACT

From no action to co-action through cooperation should become a maxim for community educators in community colleges, local school districts, universities, and all agencies concerned with adult and/or community education. Barriers to interinstitutional cooperation should be eliminated through delineation of the roles of community colleges and community schools relative to community education, development of a better awareness among educators of these institutional roles, and cessation of "empire building". Some specific activities that institutions involved in community education might engage in are: (1) cooperative program funding; (2) cooperative program supervision; (3) cooperative program/activity development; (4) use of volunteer teachers; (5) cooperative use of resources; (6) development and conduct of joint community needs surveys; (7) establishment of information banks to be shared; and (8) expansion of efforts in the area of community development. The outcomes which can be expected from interinstitutional cooperation include better use of tax dollars and better service to the community. (Author/JDS)

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KEYNOTE ADDRESS
Higher Education Workshop
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December 9 - 10, 1976

"A CHALLENGE FOR THE FUTURE"

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From No Action to Co-action Through Cooperation should become a maxim for community educators in community colleges, local school districts, universities, and all agencies who are concerned with adult and/or community education. However, only two years ago the American Association of Community and Junior Colleges, which serves all two-year colleges in this country, conducted a survey to determine what cooperative programs existed between local school districts and community colleges. While over six hundred community colleges of a possible one thousand, two hundred responded to the survey, only fifteen colleges reported any formal program of cooperation. During the last two years there has been considerable progress in this area, thanks to the efforts of the National Community Education Association, the AACJC, and the efforts of cooperating centers, such as the Rocky Mountain Regional Center, which is sponsoring this workshop, and other regional community education centers throughout the United States.

I have had the opportunity to be a participant in a number of workshops, conventions and conferences during the past three years; the latest was a national community education workshop in Washington, D.C., in the last week of September. Participants included representatives from N.C.E.A., AACJC, AEA-USA, community schools, and community colleges. These thirty-five participants included presidents of community colleges, vice-

JC 770 028

presidents, deans, directors of community education and community school personnel. Once again, it was obvious to me, at this conference, that there was much interest in the need for cooperation between the various agencies. Yet, after three days of intensive discussion and work, there were several things that "surfaced" regarding the lack of cooperation which continues to be a problem in education today. One of those gigantic barriers, as I prefer to call them, to cooperation is the misunderstood role of community education in a community college. Let me make a few suggestions on what I consider ways to eliminate some of the barriers so that formal cooperation can become a reality. One of the barriers is lack of role definition. We must delineate the role of the community college in community education; and, since many of you are in higher education, let's "zero in" on the community college role and also the role of the community schools in community education.

Last summer I completed some research in current community education literature. I also took a survey of educators at the 1975 N.C.E.A. Conference in Cincinnati to determine the role of community education in various agencies. What I found was, even though there is considerable information on the role of community education, it was apparent to me that there is a great deal of misunderstanding and misinformation which abounds. I contend that community college and community school personnel tend to view each other as "threats" to their programs even though these programs are helping citizens to meet the wants and needs within their own communities. I also contend that the universities, the recreation departments within cities, and cooperative extension divisions in each of the states also see community colleges or community schools as "threats." Again, we see

each other in different roles, unless we have some understanding of our role, I believe there will be constant competition, even a duplication of effort, instead of better cooperation between institutions. One might ask, "How should community schools and community colleges cooperate?" Should there be assignation or marriage? Should there be an Harmonic Relationship or an Illicit Affair? What we found at Clackamas Community College is that there can be an harmonic relationship between the local schools and the College. We consider it a marriage; yes, sometimes there are differences, but they are not irreconcilible. However, at the Cincinnati Conference on Community Education, I did find several concerns from educators which were illuminated in my survey. These concerns must be discussed before we can correct the misunderstanding and misinformation about the roles for community education. In addition to the fact that college and community school educators view each other as "threats to their empire," it seems the first step, the most obvious step, to eliminating the two mis's; ie. misinformation and misunderstanding, is to provide educators with an awareness of the concept of community education. I believe that the N.C.E.A. and the AACJC, as well as the cooperating centers around the United States, are working toward developing a better awareness among all educators regarding the roles. That is a positive step forward and I laud you people for your efforts. However, how can we diminish the feelings of threat which do exist between community colleges and community school personnel? I believe a professional awareness must be developed which shows that cooperative relationships constitute a better understanding. Expanded information will be the result for these educators. Then, as awareness grows, threats will diminish. Awareness, however, cannot be accomplished by colleges and local school personnel each waiting for the other to "give

in or give up." We are now on the periphery of community education role awareness. So let's pierce this shield of misinformation by removing the barriers -- distrust, lack of knowledge, and empire building. We simply must destroy those three barriers. If not, ten years from now we will still be talking about improving our cooperative relationships with the various agencies in our communities and not much more will have been accomplished. To accomplish this awareness a change in attitude must take place by educators. And how do we change attitudes? ...I contend that by making a clear identification of the parameters of community education, we will then open the door for attitudinal changes. By delineating the role of community education, this change can be affected. I would suggest community colleges and local agencies ought to do the following:

1. Establish cooperative funding of their programs. This seems to create all types of anxieties within educators. We, at Clackamas, have been doing this for five years and have found absolutely no problems at this time that cannot be worked out.

2. Develop a written agreement which will allow cooperative supervision of programs. I have brought with me several copies of each of the agreements which we developed with the nine school districts within our college district. You will notice that each of the agreements have many similarities, yet they also are unique to their own communities.

3. Initiate cooperative programming for activities, classes, courses.

4. Share their resources; such as, their expertise, staff, equipment.

5. Use volunteer teachers.

6. Develop and conduct joint community needs surveys. This is very important because unless a good needs assessment is made, much wasted energy and course work will be the result.

7. Establish information banks which can be shared with all local agencies.

8. Expand their efforts in community development far beyond the present level in most communities today.

I believe that if we implement these suggestions, we will begin to change our attitudes. Cooperation at all levels is not only desirable but also necessary. When we acquire that change of attitude, we are well on our way toward eliminating much misunderstanding and considerable misinformation, which keeps us from fully providing the needed services which our citizens in our communities deserve and for which they are paying.

I am sure that the states which you participants represent today have legislators who are constantly seeking and asking for budgetary frugality. One way to demonstrate to our legislators that we sincerely can be frugal is to:

1. Join in cooperative efforts between colleges and local schools, counties, city agencies, cooperative extensions, recreation departments, and all types of agencies where community education is ongoing, and thereby helping to avoid unnecessary duplication.
2. Develop an awareness in utilizing each other's capabilities.
3. Destroy "empire building."
4. Foster greater harmony within each community.

I believe there must be much more dialog within our profession. Again, let me repeat that this type of workshop is so important because we professional educators have the opportunity for extended dialog with our colleagues so that we can learn from others programs which may be working or which do not work so that we don't have to "re-invent the wheel" within each state, school district, college or university. I have found that too many of my collegues do not like to share when they have something which they think is "good" for their district or for their patrons. In fact, I am sure we all know of districts where many good things are happening; yet, some of those educators are not willing to share their successes. That, my friends, is a tragedy, but it does exist within our profession and all

of us ought to try very hard to overcome that type of attitude.

To continue expanded cooperation among educators, community school personnel should expect the community colleges to adequately deliver programs, resources, and staff assistance in order to better provide more diverse activities with which to meet local needs. Conversely, community college personnel should recognize that their "empire" will not dissolve if community schools direct and enhance their programs in each neighborhood. Most community colleges have the necessary and available resources to actualize the process of community education. And, the community school staff will want, and should want, to use these resources. Last year a colleague of mine in Florida did a "piggy back" on my Doctoral Dissertation which I conducted three years ago. His Dissertation was a survey of the extent of cooperation in all Florida community colleges; and, again, he substantiated my earlier assumption that neighborhood schools will not lose control if there are cooperative agreements with community colleges. So often, the colleges, as well as the local schools, are concerned about "losing their local control." That simply does not have to be the case. His survey showed that community schools and community colleges should jointly concern themselves with local problems. We, at Clackamas Community College, call that community development! There is "plenty of room" and a great need for all colleges and local schools to work diligently to overcome some of the problems that are prevalent in every locale. We ought not to worry about local control; but rather, try to "get the job done" to make our communities better places in which to live.

What then, should be some of our immediate goals for community college and community school cooperation? What kinds of relationships ought

we to build, not only with the local school districts, but also within the community? Let me suggest several possibilities: 1) Develop a network of inter-relationships within your college district. And that means, working with all school districts, with the county and state agencies, with universities and four-year colleges, and with community colleges. 2) Develop some community school/community college advisory councils which can help to initiate cooperation. (Our director of Community Education, at Clackamas, is a member of every community school advisory council within our college district; and, at the present time, we have about twenty-four of them.) That means the College has some representation in all local communities. 3) Expect from your Board of Education, at your community college and community schools, a commitment of cooperation. How can you accomplish this commitment? At Clackamas we are now in the process of having joint meetings with a local school district Board of Education, the City Council, and the College Board of Education. In fact, we just had one such meeting last Thursday night, December 2, with one of the local school districts, West Linn, where the City Council of West Linn, the City Council of Wilsonville, the local school board, and the College Board were represented. It was a most interesting meeting; one in which a better understanding was developed.

I believe we ought not only to ask but also to expect the N.C.E.A. and the AACJC to give member institutions much more information on how to implement programs for cooperation. Through the various regional centers for community education much can be accomplished from workshops like this one. I think we can initiate and institute a joint needs assessment for all schools within a college district. We have some of the people, at our college, who have some expertise in that area; therefore, we work very closely with

the local schools in giving them the help that they seek.

It is obvous that none of us want to do extensive cooperative programming without getting "something in return." Well then, what is the advantage for the community schools? I suggest: 1) greater access to more resources and consultants from the College, 2) help in promoting the community school concept within each of the local areas (which we do), 3) having an expanded "instructor pool," and 4) having greater opportunities for courses and activities than would normally be available within a local community only. These are merely four examples. What's in it for the colleges? ...1) improved communication between the local educators within our college district, 2) more facilities than what the College has in each of the neighborhoods which can be used free of rent, 3) shared funding so that it isn't as great of cost to the College or, for that matter, to the local school district, 4) improved supervision of instruction; these local school coordinators act as our supervisors; they are in those buildings; and, they help with that supervision, 5) wider program development and promotion, and 6) greater staff availability and utilization. We have a lot of instructors who enjoy doing additional teaching and sometimes that happens to be in an area in which they normally <u>do not teach</u>. By having so many kinds of choices available, we have better utilization of our staff.

<u>What's in it for the patrons of each of your school and college districts</u>? ...1) better use of tax dollars (that's very important!), 2) better services within the community, 3) a greater variety of courses and activities avilable close to home, and 4) easier access for local patrons to more buildings within every neighborhood. Thereby, the entire community benefits; not only those directly involved with the college, but those of all ages who utilize their neighborhood schools.

When we move from no action to co-action through cooperation, there are additional advantages which I have not yet discussed. The college can be of service to the community school staff through the following: ...1) public relations support, 2) expertise in designing and conducting needs assessment surveys for the local districts, 3) printing class schedules and other informational material, and 4) computer programming help.

Clackamas Community College has nine "models of cooperation" with local school districts because there are nine school districts which we serve. I am not suggesting that anyone or everyone should look at our cooperative agreements and pattern your agreements with ours because every school district is different and every state has different laws and regulations. However, I am suggesting that you review these cooperative agreements, use what you think will work in your district, and disregard what you don't think will work. But, most importantly, it isn't the piece of paper on which these ageements are written that makes our agreements at Clackamas Community College workable; it is the fact that there is a commitment: a commitment by the President of the College, a commitment by the Board of Education, a commitment by my staff, and a commitment from the local school districts that together we can do much more for the patrons within our district than we can individually. We can work together more economically and much more efficiently. That, I think, is probably one of the most important advantages that can come out of any kind of working relationship!

In conclusion, tradition must take a beating if the community education cooperative concept is to become a national reality. I believe we must move from no action to co-action which means that we will move from little knowledge (which causes anxiety and fear) to an acceptable understanding (which will lead to eventual formal cooperative programming.) A possible "utopia"

for cooperation between colleges and community schools lies in an all-inclusive network of inter-relationships. Cooperation is the "Challenge for the Future." In the models of cooperation, which I studied, where cooperation exists, duplication of effort is minimized while educational activities are expanded. My "Challenge" is that every community college should develop a cooperative plan to work with local school districts, county agencies, cooperative extension, and all different kinds of agencies which offer some type of education for the community. Eliminating "empire building" in education, keeping duplication of effort to an absolute minimum, and using tax dollars more effectively can be and will be the outcome of a functioning cooperative program. The local patrons will become the recipients of a more efficient, outstanding and desirable community education program. I issue a challenge to every community education administrator, to establish (and if you already have a cooperative program) to improve your formal program of cooperation between the various agencies in your community. When we, as educators, move from no action to co-action through cooperation, the result will be that the patrons will benefit from a better educational system -- culturally, socially, and economically. My motto, which I have tried to instill in my staff is: "When we really want to do something well and have the commitment to do those things well; then, YES, WE CAN DO IT!"

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